
NSSE 2018

Engagement Indicators

Earlham College

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.





For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.












Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.


Use the following key:

-  **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
-  **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
-  **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
-  **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peers on Selectivity	Your first-year students compared with More Selective Group	Your first-year students compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	--		--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--		--
	Quantitative Reasoning			--
Learning with Peers	Collaborative Learning	--	--	
	Discussions with Diverse Others			
Experiences with Faculty	Student-Faculty Interaction	--	--	
	Effective Teaching Practices	--		--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	

Seniors

Theme	Engagement Indicator	Your seniors compared with Peers on Selectivity	Your seniors compared with More Selective Group	Your seniors compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning			--
	Discussions with Diverse Others			
Experiences with Faculty	Student-Faculty Interaction	--	--	
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

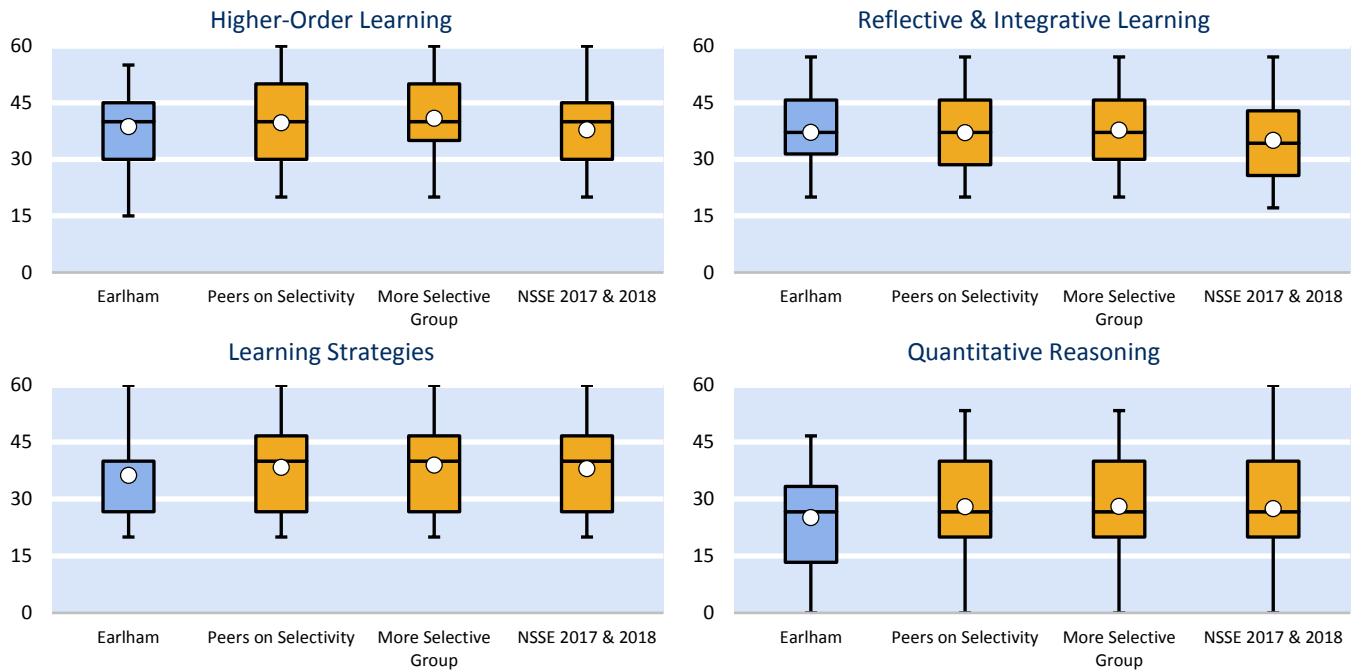
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Earlham Mean	Your first-year students compared with					
		Peers on Selectivity Mean	Effect size	More Selective Group Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Higher-Order Learning	38.7	39.7	-.09	40.9 *	-.19	37.8	.06
Reflective & Integrative Learning	37.1	37.1	.01	37.8	-.05	35.1	.18
Learning Strategies	36.2	38.4	-.16	38.9 *	-.21	38.0	-.13
Quantitative Reasoning	25.2	28.0 *	-.19	28.1 *	-.20	27.5	-.15

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
	Earlham	Peers on Selectivity	More Selective Group	NSSE 2017 & 2018
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	<div><div></div></div> -6	<div><div></div></div> -9	<div><div></div></div> -2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+0 <div><div></div></div>	<div><div></div></div> -4	+6 <div><div></div></div>
4d. Evaluating a point of view, decision, or information source	78	+4 <div><div></div></div>	+4 <div><div></div></div>	+9 <div><div></div></div>
4e. Forming a new idea or understanding from various pieces of information	74	+1 <div><div></div></div>	<div><div></div></div> -2	+6 <div><div></div></div>
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	52	<div><div></div></div> -2	<div><div></div></div> -3	+1 <div><div></div></div>
2b. Connected your learning to societal problems or issues	63	+2 <div><div></div></div>	+0 <div><div></div></div>	+11 <div><div></div></div>
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+7 <div><div></div></div>	+7 <div><div></div></div>	+16 <div><div></div></div>
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	<div><div></div></div> -2	<div><div></div></div> -2	+2 <div><div></div></div>
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+6 <div><div></div></div>	+6 <div><div></div></div>	+10 <div><div></div></div>
2f. Learned something that changed the way you understand an issue or concept	68	<div><div></div></div> -3	<div><div></div></div> -7	+1 <div><div></div></div>
2g. Connected ideas from your courses to your prior experiences and knowledge	82	<div><div></div></div> -2	<div><div></div></div> -4	+4 <div><div></div></div>
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	86	+2 <div><div></div></div>	<div><div></div></div> -1	+10 <div><div></div></div>
9b. Reviewed your notes after class	51	<div><div></div></div> -10	<div><div></div></div> -9	<div><div></div></div> -14
9c. Summarized what you learned in class or from course materials	56	<div><div></div></div> -7	<div><div></div></div> -5	<div><div></div></div> -7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47	<div><div></div></div> -5	<div><div></div></div> -6	<div><div></div></div> -5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	<div><div></div></div> -6	<div><div></div></div> -4	<div><div></div></div> -5
6c. Evaluated what others have concluded from numerical information	34	<div><div></div></div> -9	<div><div></div></div> -8	<div><div></div></div> -5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

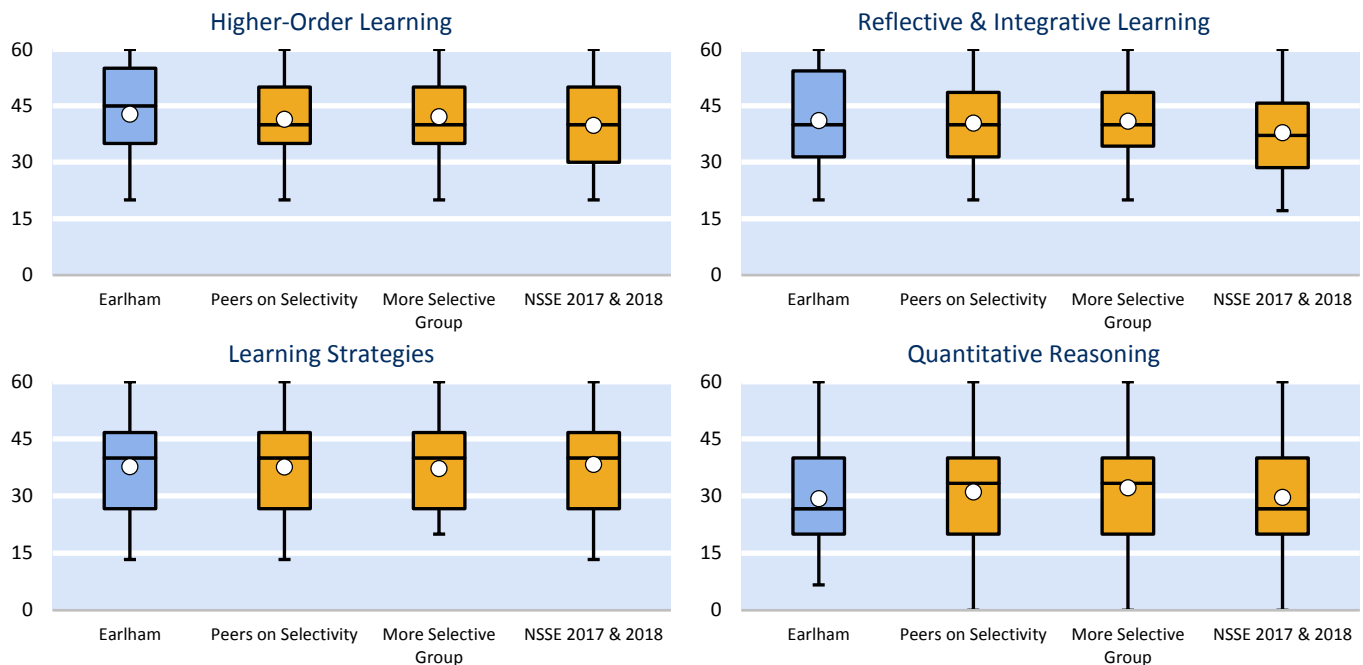
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Earlham Mean	Your seniors compared with					
		Peers on Selectivity Mean	Effect size	More Selective Group Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Higher-Order Learning	42.8	41.5	.11	42.1	.06	39.8	.22
Reflective & Integrative Learning	41.1	40.4	.06	40.9	.02	37.8 *	.26
Learning Strategies	37.7	37.6	.01	37.1	.04	38.3	-.04
Quantitative Reasoning	29.3	31.0	-.11	32.1	-.17	29.6	-.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions






















































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Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and		
	Earlham	Peers on Selectivity	More Selective Group	NSSE 2017 & 2018
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	81	+2 	+1 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	-4 	-6 	+1 
4d. Evaluating a point of view, decision, or information source	74	-2 	-4 	+4 
4e. Forming a new idea or understanding from various pieces of information	83	+8 	+6 	+12 
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	65	-10 	-10 	-4 
2b. Connected your learning to societal problems or issues	75	+5 	+2 	+14 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	+5 	+2 	+14 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	78	+6 	+5 	+13 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	-1 	-0 	+3 
2f. Learned something that changed the way you understand an issue or concept	77	-0 	-2 	+6 
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-5 	-8 	-1 
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	86	+1 	-1 	+8 
9b. Reviewed your notes after class	45	-7 	-1 	-16 
9c. Summarized what you learned in class or from course materials	56	-4 	-0 	-7 
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-10 	-11 	-9 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-1 	-3 	+0 
6c. Evaluated what others have concluded from numerical information	40	-12 	-15 	-4 

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Learning with Peers: First-year students

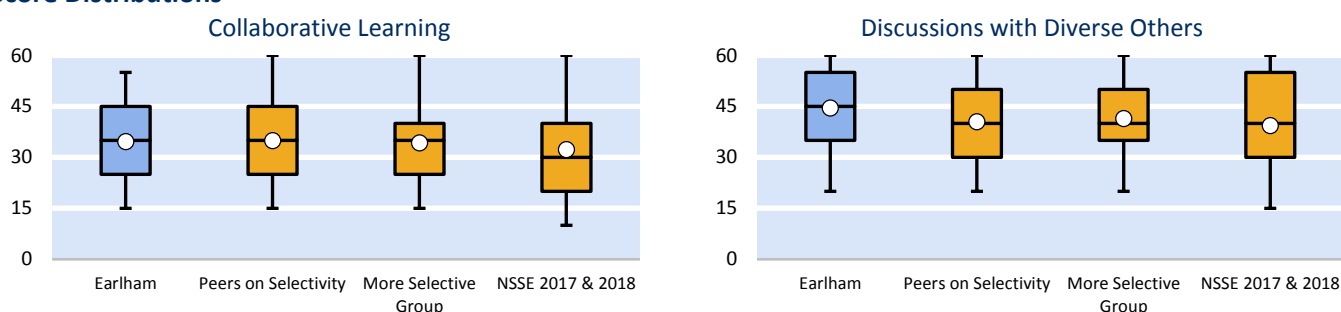
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Earlham Mean	Your first-year students compared with					
		Peers on Selectivity		More Selective Group		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.7	34.9	-.02	34.3	.03	32.3 *	.16
Discussions with Diverse Others	44.5	40.5 **	.29	41.4 *	.24	39.4 ***	.33

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	Earlham	Peers on Selectivity	More Selective Group	NSSE 2017 & 2018	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1e. Asked another student to help you understand course material	57	-0	-1	+5	
1f. Explained course material to one or more students	59	-3	-3	+2	
1g. Prepared for exams by discussing or working through course material with other students	57	+0	+1	+7	
1h. Worked with other students on course projects or assignments	67	+5	+11	+13	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People from a race or ethnicity other than your own	89	+18	+12	+19	
8b. People from an economic background other than your own	82	+5	+4	+10	
8c. People with religious beliefs other than your own	82	+14	+9	+16	
8d. People with political views other than your own	56	-7	-2	-10	

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Learning with Peers: Seniors

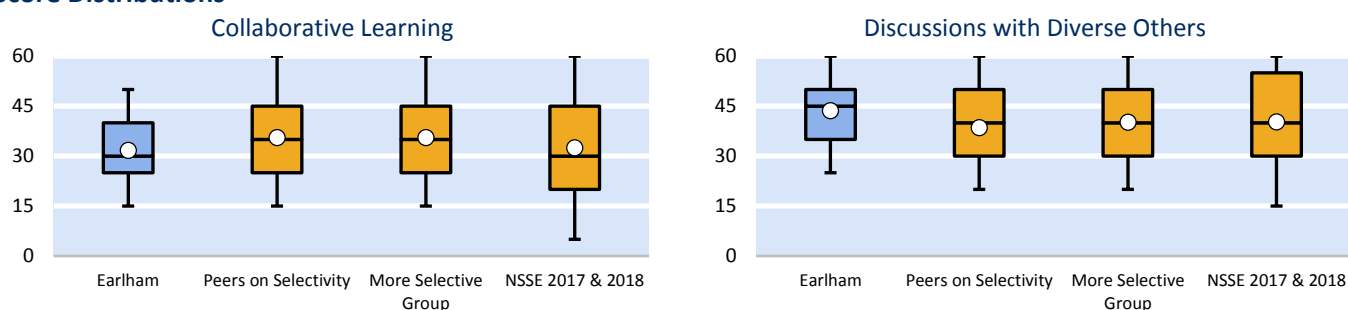
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Earlham Mean	Your seniors compared with					
		Peers on Selectivity		More Selective Group		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	35.6 *	-.30	35.6 *	-.29	32.5	-.05
Discussions with Diverse Others	43.7	38.6 **	.38	40.2 *	.27	40.3 *	.21

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

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		Percentage point difference ^a between your seniors and		
	Earlham	Peers on Selectivity	More Selective Group	NSSE 2017 & 2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	34	<div><div></div></div> -17	<div><div></div></div> -15	<div><div></div></div> -10
1f. Explained course material to one or more students	62	<div><div></div></div> -5	<div><div></div></div> -5	+3 <div><div></div></div>
1g. Prepared for exams by discussing or working through course material with other students	48	<div><div></div></div> -10	<div><div></div></div> -12	+0 <div><div></div></div>
1h. Worked with other students on course projects or assignments	64	<div><div></div></div> -5	<div><div></div></div> -4	<div><div></div></div> -0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	88	+23 <div><div></div></div>	+15 <div><div></div></div>	+16 <div><div></div></div>
8b. People from an economic background other than your own	91	+18 <div><div></div></div>	+16 <div><div></div></div>	+19 <div><div></div></div>
8c. People with religious beliefs other than your own	87	+23 <div><div></div></div>	+18 <div><div></div></div>	+19 <div><div></div></div>
8d. People with political views other than your own	35	<div><div></div></div> -23	<div><div></div></div> -19	<div><div></div></div> -31

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Experiences with Faculty: First-year students

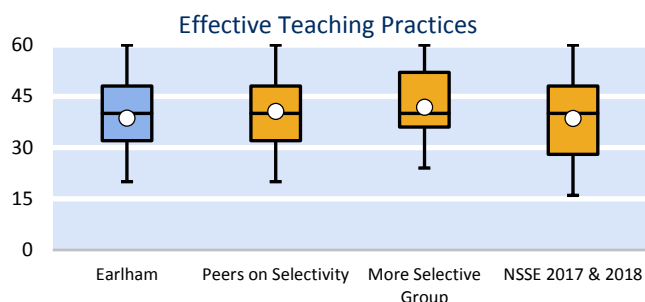
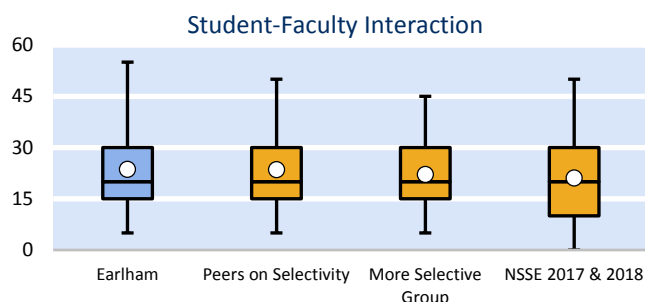
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Earlham	Your first-year students compared with					
		Peers on Selectivity		More Selective Group		NSSE 2017 & 2018	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.6	23.5	.00	22.1	.11	21.1 *	.17
Effective Teaching Practices	38.6	40.6	-.17	41.7 **	-.28	38.5	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	Earlham	Peers on Selectivity	More Selective Group	NSSE 2017 & 2018	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	30	<div><div></div><div></div></div> -8	+2 <div><div></div><div></div></div>	<div><div></div><div></div></div> -6	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	<div><div></div><div></div></div> -3	+1 <div><div></div><div></div></div>	<div><div></div><div></div></div> -1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	<div><div></div><div></div></div> -1	-4 <div><div></div><div></div></div>	+5 <div><div></div><div></div></div>	
3d. Discussed your academic performance with a faculty member	33	<div><div></div><div></div></div> -1	+4 <div><div></div><div></div></div>	+3 <div><div></div><div></div></div>	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	77	<div><div></div><div></div></div> -6	-7 <div><div></div><div></div></div>	-0 <div><div></div><div></div></div>	
5b. Taught course sessions in an organized way	74	<div><div></div><div></div></div> -8	-13 <div><div></div><div></div></div>	-1 <div><div></div><div></div></div>	
5c. Used examples or illustrations to explain difficult points	73	<div><div></div><div></div></div> -7	-10 <div><div></div><div></div></div>	-1 <div><div></div><div></div></div>	
5d. Provided feedback on a draft or work in progress	65	<div><div></div><div></div></div> -4	-4 <div><div></div><div></div></div>	+1 <div><div></div><div></div></div>	
5e. Provided prompt and detailed feedback on tests or completed assignments	67	<div><div></div><div></div></div> -3	-5 <div><div></div><div></div></div>	+7 <div><div></div><div></div></div>	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: Seniors

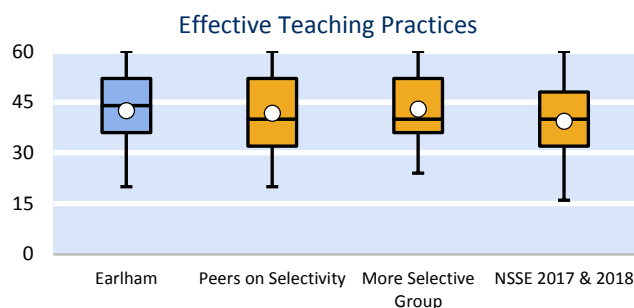
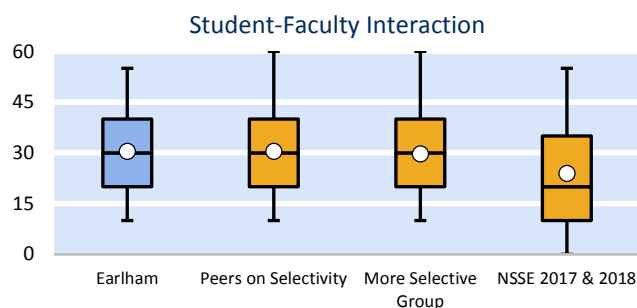
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Earlham Mean	Your seniors compared with					
		Peers on Selectivity		More Selective Group		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.4	30.4	.00	29.6	.05	23.9 ***	.41
Effective Teaching Practices	42.4	41.7	.06	42.9	-.04	39.4	.22

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and		
	Earlham	Peers on Selectivity	More Selective Group	NSSE 2017 & 2018
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	62	+5	+9	+18
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	-2	+1	+11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	54	+6	+2	+21
3d. Discussed your academic performance with a faculty member	39	-2	+4	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	-8	-12	-3
5b. Taught course sessions in an organized way	87	+4	+0	+10
5c. Used examples or illustrations to explain difficult points	84	+1	-3	+8
5d. Provided feedback on a draft or work in progress	71	+3	+3	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	81	+8	+5	+17

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

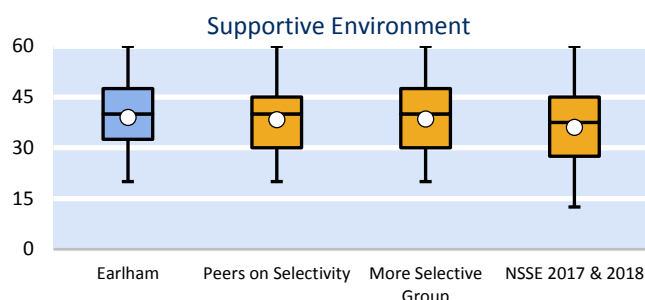
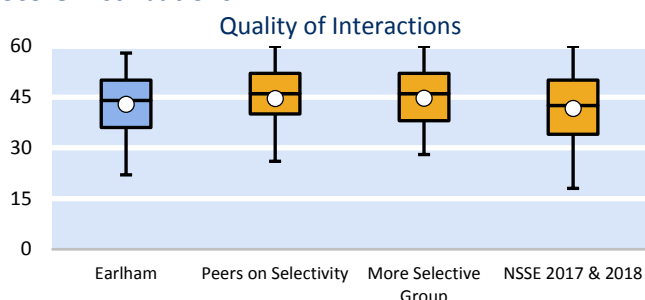
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Earlham Mean	Your first-year students compared with					
		Peers on Selectivity		More Selective Group		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	44.6	-.17	44.7	-.19	41.7	.09
Supportive Environment	39.0	38.3	.06	38.6	.04	36.1 **	.22

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
Quality of Interactions	Earlham	Peers on Selectivity	More Selective Group	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	57	-0	-1	+7
13b. Academic advisors	58	+1	+8	+8
13c. Faculty	59	-3	-7	+10
13d. Student services staff (career services, student activities, housing, etc.)	30	-19	-23	-13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-9	-10	-2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	79	-3	-5	+3
14c. Using learning support services (tutoring services, writing center, etc.)	84	+3	+2	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	76	+12	+11	+14
14e. Providing opportunities to be involved socially	83	+5	+6	+12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	-3	-4	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-8	-4	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	+3	+5	+10
14i. Attending events that address important social, economic, or political issues	69	+4	-1	+18

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

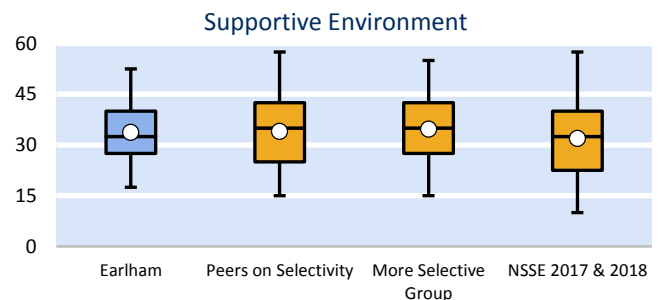
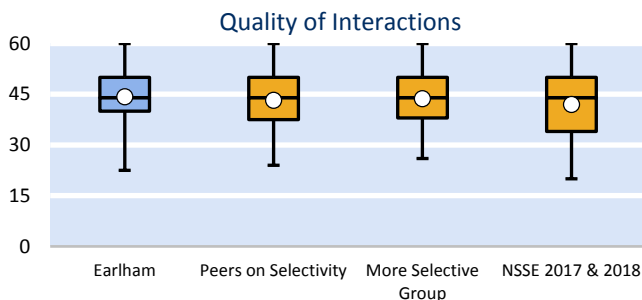
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Earlham Mean	Your seniors compared with					
		Peers on Selectivity		More Selective Group		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	43.2	.10	43.7	.07	42.0	.19
Supportive Environment	33.8	34.1	-.02	34.7	-.08	32.0	.13

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Earlham	Percentage point difference ^a between your seniors and		
		Peers on Selectivity	More Selective Group	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	68	+12	+10	+12
13b. Academic advisors	72	+10	+12	+22
13c. Faculty	75	+9	+7	+20
13d. Student services staff (career services, student activities, housing, etc.)	34	-6	-6	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	25	-15	-13	-16
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	65	-11	-12	-5
14c. Using learning support services (tutoring services, writing center, etc.)	65	-6	-4	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	70	+21	+18	+16
14e. Providing opportunities to be involved socially	66	-2	-4	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-13	-16	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	15	-13	-11	-16
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	-4	-4	+7
14i. Attending events that address important social, economic, or political issues	74	+12	+7	+31

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	Earlham Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.7	38.9	-.02	✓	40.5	-.14	
	Reflective and Integrative Learning	37.1	36.5	.06	✓	38.1	-.08	✓
	Learning Strategies	36.2	39.5 *	-.24		41.6 ***	-.38	
	Quantitative Reasoning	25.2	28.7 *	-.23		30.4 ***	-.34	
Learning with Peers	Collaborative Learning	34.7	35.1	-.03	✓	37.2 *	-.19	
	Discussions with Diverse Others	44.5	41.4 *	.21	✓	43.4	.07	✓
Experiences with Faculty	Student-Faculty Interaction	23.6	24.3	-.05	✓	27.2 **	-.23	
	Effective Teaching Practices	38.6	40.3	-.13		42.0 **	-.25	
Campus Environment	Quality of Interactions	42.8	43.9	-.09	✓	45.9 **	-.25	
	Supportive Environment	39.0	37.9	.08	✓	39.7	-.05	✓

Seniors

Theme	Engagement Indicator	Earlham Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.8	41.3	.11	✓	42.5	.02	✓
	Reflective and Integrative Learning	41.1	39.6	.13	✓	41.1	.00	✓
	Learning Strategies	37.7	40.2	-.17		42.3 **	-.33	
	Quantitative Reasoning	29.3	30.7	-.09	✓	32.7	-.22	
Learning with Peers	Collaborative Learning	31.7	35.7 *	-.28		38.1 ***	-.47	
	Discussions with Diverse Others	43.7	41.9	.11	✓	43.8	-.01	✓
Experiences with Faculty	Student-Faculty Interaction	30.4	29.2	.07	✓	33.3	-.18	
	Effective Teaching Practices	42.4	41.1	.09	✓	43.1	-.05	✓
Campus Environment	Quality of Interactions	44.3	44.4	-.01	✓	46.5	-.18	
	Supportive Environment	33.8	34.3	-.03	✓	36.4 *	-.19	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Earlham (N = 119)	38.7	11.2	1.02	15	30	40	45	55				
Peers on Selectivity	39.7	12.0	.20	20	30	40	50	60	3,697	-1.0	.361	-.085
More Selective Group	40.9	11.7	.19	20	35	40	50	60	3,989	-2.3	.037	-.194
NSSE 2017 & 2018	37.8	13.2	.02	20	30	40	45	60	118	.8	.410	.064
Top 50%	38.9	13.1	.03	20	30	40	50	60	118	-.3	.793	-.021
Top 10%	40.5	13.3	.05	20	30	40	50	60	119	-1.8	.076	-.137
Reflective & Integrative Learning												
Earlham (N = 122)	37.1	10.7	.97	20	31	37	46	57				
Peers on Selectivity	37.1	11.2	.18	20	29	37	46	57	3,870	.1	.949	.006
More Selective Group	37.8	11.1	.17	20	30	37	46	57	4,152	-.6	.552	-.055
NSSE 2017 & 2018	35.1	11.9	.02	17	26	34	43	57	459,825	2.1	.053	.175
Top 50%	36.5	11.8	.02	17	29	37	43	57	242,427	.7	.519	.058
Top 10%	38.1	12.0	.05	20	29	37	46	60	52,047	-.9	.400	-.076
Learning Strategies												
Earlham (N = 115)	36.2	13.1	1.22	20	27	40	40	60				
Peers on Selectivity	38.4	12.8	.22	20	27	40	47	60	3,447	-2.1	.085	-.163
More Selective Group	38.9	13.1	.22	20	27	40	47	60	3,637	-2.7	.030	-.206
NSSE 2017 & 2018	38.0	13.7	.02	20	27	40	47	60	397,334	-1.8	.161	-.131
Top 50%	39.5	13.7	.03	20	27	40	53	60	209,392	-3.3	.011	-.238
Top 10%	41.6	14.1	.06	20	33	40	53	60	50,605	-5.4	.000	-.381
Quantitative Reasoning												
Earlham (N = 115)	25.2	14.1	1.32	0	13	27	33	47				
Peers on Selectivity	28.0	14.8	.25	0	20	27	40	53	3,598	-2.8	.043	-.193
More Selective Group	28.1	14.7	.24	0	20	27	40	53	3,904	-3.0	.034	-.202
NSSE 2017 & 2018	27.5	15.3	.02	0	20	27	40	60	425,432	-2.3	.105	-.152
Top 50%	28.7	15.2	.03	0	20	27	40	60	273,296	-3.5	.014	-.231
Top 10%	30.4	15.3	.06	7	20	27	40	60	66,890	-5.2	.000	-.342
Learning with Peers												
Collaborative Learning												
Earlham (N = 125)	34.7	12.4	1.11	15	25	35	45	55				
Peers on Selectivity	34.9	12.9	.21	15	25	35	45	60	4,013	-.2	.844	-.018
More Selective Group	34.3	13.0	.20	15	25	35	40	60	4,334	.4	.739	.030
NSSE 2017 & 2018	32.3	14.4	.02	10	20	30	40	60	124	2.4	.035	.164
Top 50%	35.1	13.6	.03	15	25	35	45	60	285,071	-.5	.705	-.034
Top 10%	37.2	13.6	.05	15	25	40	45	60	63,787	-2.6	.035	-.189
Discussions with Diverse Others												
Earlham (N = 116)	44.5	13.6	1.26	20	35	45	55	60				
Peers on Selectivity	40.5	13.5	.23	20	30	40	50	60	3,478	4.0	.002	.295
More Selective Group	41.4	13.0	.22	20	35	40	50	60	3,693	3.1	.012	.238
NSSE 2017 & 2018	39.4	15.5	.02	15	30	40	55	60	400,734	5.1	.000	.329
Top 50%	41.4	15.0	.03	15	30	40	55	60	260,991	3.1	.026	.207
Top 10%	43.4	14.8	.06	20	35	45	60	60	58,068	1.1	.439	.072

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Earlham (N = 120)	23.6	12.9	1.18	5	15	20	30	55				
Peers on Selectivity	23.5	13.5	.22	5	15	20	30	50	3,787	.0	.972	.003
More Selective Group	22.1	12.9	.21	5	15	20	30	45	4,042	1.5	.224	.113
NSSE 2017 & 2018	21.1	14.6	.02	0	10	20	30	50	119	2.5	.036	.171
Top 50%	24.3	14.8	.04	5	15	20	35	55	119	-.7	.570	-.045
Top 10%	27.2	15.8	.10	5	15	25	40	60	121	-3.6	.003	-.231
Effective Teaching Practices												
Earlham (N = 119)	38.6	11.8	1.09	20	32	40	48	60				
Peers on Selectivity	40.6	11.5	.19	20	32	40	48	60	3,694	-2.0	.065	-.172
More Selective Group	41.7	11.3	.18	24	36	40	52	60	3,980	-3.1	.003	-.278
NSSE 2017 & 2018	38.5	13.1	.02	16	28	40	48	60	436,630	.1	.905	.011
Top 50%	40.3	13.1	.03	20	32	40	52	60	191,105	-1.7	.164	-.127
Top 10%	42.0	13.7	.06	20	32	40	52	60	49,644	-3.4	.007	-.245
Campus Environment												
Quality of Interactions												
Earlham (N = 113)	42.8	9.9	.93	22	36	44	50	58				
Peers on Selectivity	44.6	10.2	.18	26	40	46	52	60	3,347	-1.8	.069	-.174
More Selective Group	44.7	9.8	.17	28	38	46	52	60	3,515	-1.8	.052	-.186
NSSE 2017 & 2018	41.7	12.5	.02	18	34	43	50	60	112	1.2	.216	.093
Top 50%	43.9	11.6	.03	22	38	46	52	60	112	-1.1	.262	-.091
Top 10%	45.9	12.1	.07	22	40	48	56	60	113	-3.0	.002	-.251
Supportive Environment												
Earlham (N = 114)	39.0	11.3	1.06	20	33	40	48	60				
Peers on Selectivity	38.3	11.9	.21	20	30	40	45	60	3,329	.7	.548	.057
More Selective Group	38.6	11.8	.20	20	30	40	48	60	3,481	.4	.690	.038
NSSE 2017 & 2018	36.1	13.6	.02	13	28	38	45	60	113	2.9	.007	.216
Top 50%	37.9	13.2	.03	15	30	40	48	60	113	1.1	.323	.080
Top 10%	39.7	13.1	.06	18	30	40	50	60	113	-.7	.532	-.051

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean \pm 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Earlham (N = 67)	42.8	12.5	1.53	20	35	45	55	60				
Peers on Selectivity	41.5	12.2	.21	20	35	40	50	60	3,386	1.3	.383	.108
More Selective Group	42.1	11.6	.20	20	35	40	50	60	3,370	.7	.642	.057
NSSE 2017 & 2018	39.8	13.7	.02	20	30	40	50	60	521,733	2.9	.078	.215
Top 50%	41.3	13.5	.03	20	35	40	55	60	244,388	1.4	.382	.107
Top 10%	42.5	13.7	.05	20	35	40	55	60	73,475	.3	.850	.023
Reflective & Integrative Learning												
Earlham (N = 69)	41.1	13.1	1.57	20	31	40	54	60				
Peers on Selectivity	40.4	11.4	.19	20	31	40	49	60	71	.7	.661	.061
More Selective Group	40.9	11.3	.19	20	34	40	49	60	71	.2	.885	.020
NSSE 2017 & 2018	37.8	12.4	.02	17	29	37	46	60	543,572	3.3	.027	.265
Top 50%	39.6	12.2	.02	20	31	40	49	60	238,431	1.6	.283	.129
Top 10%	41.1	12.2	.05	20	33	40	51	60	50,781	.0	.997	.000
Learning Strategies												
Earlham (N = 63)	37.7	14.1	1.77	13	27	40	47	60				
Peers on Selectivity	37.6	13.5	.24	13	27	40	47	60	3,225	.1	.957	.007
More Selective Group	37.1	13.3	.24	20	27	40	47	60	3,137	.6	.730	.044
NSSE 2017 & 2018	38.3	14.5	.02	13	27	40	47	60	483,367	-.6	.747	-.041
Top 50%	40.2	14.4	.03	20	33	40	53	60	258,591	-2.5	.172	-.172
Top 10%	42.3	14.2	.05	20	33	40	53	60	69,801	-4.6	.010	-.325
Quantitative Reasoning												
Earlham (N = 64)	29.3	17.2	2.15	7	20	27	40	60				
Peers on Selectivity	31.0	16.3	.29	0	20	33	40	60	3,292	-1.8	.391	-.108
More Selective Group	32.1	16.8	.29	0	20	33	40	60	3,314	-2.8	.178	-.170
NSSE 2017 & 2018	29.6	16.1	.02	0	20	27	40	60	512,073	-.3	.863	-.022
Top 50%	30.7	16.0	.03	0	20	33	40	60	334,319	-1.4	.479	-.088
Top 10%	32.7	15.7	.06	7	20	33	40	60	72,996	-3.4	.084	-.216
Learning with Peers												
Collaborative Learning												
Earlham (N = 69)	31.7	11.3	1.37	15	25	30	40	50				
Peers on Selectivity	35.6	13.1	.22	15	25	35	45	60	3,561	-3.9	.015	-.298
More Selective Group	35.6	13.2	.22	15	25	35	45	60	3,596	-3.9	.016	-.294
NSSE 2017 & 2018	32.5	15.0	.02	5	20	30	45	60	68	-.7	.588	-.049
Top 50%	35.7	13.9	.02	15	25	35	45	60	313,535	-3.9	.018	-.285
Top 10%	38.1	13.5	.06	15	30	40	50	60	52,247	-6.3	.000	-.471
Discussions with Diverse Others												
Earlham (N = 64)	43.7	12.8	1.60	25	35	45	50	60				
Peers on Selectivity	38.6	13.3	.24	20	30	40	50	60	3,245	5.1	.003	.381
More Selective Group	40.2	13.0	.23	20	30	40	50	60	3,171	3.5	.034	.267
NSSE 2017 & 2018	40.3	15.8	.02	15	30	40	55	60	63	3.4	.040	.212
Top 50%	41.9	15.6	.03	15	30	40	60	60	63	1.7	.286	.110
Top 10%	43.8	15.5	.05	20	35	45	60	60	63	-.2	.925	-.010

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Earlham (N = 69)	30.4	14.8	1.79	10	20	30	40	55				
Peers on Selectivity	30.4	14.6	.25	10	20	30	40	60	3,430	.0	1.000	.000
More Selective Group	29.6	14.3	.25	10	20	30	40	60	3,424	.7	.673	.051
NSSE 2017 & 2018	23.9	15.9	.02	0	10	20	35	55	530,094	6.4	.001	.405
Top 50%	29.2	15.8	.04	5	20	30	40	60	135,015	1.2	.538	.074
Top 10%	33.3	16.1	.12	10	20	35	45	60	17,217	-2.9	.137	-.180
Effective Teaching Practices												
Earlham (N = 66)	42.4	12.4	1.53	20	36	44	52	60				
Peers on Selectivity	41.7	11.9	.21	20	32	40	52	60	3,381	.8	.613	.063
More Selective Group	42.9	11.3	.20	24	36	40	52	60	3,365	-.5	.747	-.040
NSSE 2017 & 2018	39.4	13.7	.02	16	32	40	48	60	523,392	3.0	.071	.223
Top 50%	41.1	13.6	.03	16	32	40	52	60	211,762	1.3	.453	.093
Top 10%	43.1	13.7	.07	20	36	44	56	60	43,410	-.7	.686	-.050
Campus Environment												
Quality of Interactions												
Earlham (N = 62)	44.3	9.7	1.24	23	40	44	50	60				
Peers on Selectivity	43.2	10.4	.19	24	38	44	50	60	3,197	1.1	.425	.103
More Selective Group	43.7	9.6	.17	26	38	44	50	60	3,115	.6	.610	.065
NSSE 2017 & 2018	42.0	12.3	.02	20	34	44	50	60	61	2.3	.065	.189
Top 50%	44.4	11.9	.03	22	38	46	54	60	61	-.1	.933	-.009
Top 10%	46.5	12.3	.06	22	40	50	58	60	61	-2.2	.078	-.181
Supportive Environment												
Earlham (N = 61)	33.8	9.8	1.25	18	28	33	40	53				
Peers on Selectivity	34.1	12.3	.22	15	25	35	43	58	64	-.3	.825	-.023
More Selective Group	34.7	11.7	.21	15	28	35	43	55	3,052	-.9	.547	-.078
NSSE 2017 & 2018	32.0	14.1	.02	10	23	33	40	58	60	1.8	.156	.128
Top 50%	34.3	13.7	.03	13	25	35	43	60	60	-.5	.709	-.034
Top 10%	36.4	13.7	.07	13	28	38	45	60	60	-2.5	.047	-.185

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean \pm 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.